DOCUMENT RESUME

ED 195 522 SP 017 123

AUTHOR Bover, Ronald: And Others
TITLE How to Challenge the Bionic Teacher and Generate Six Million New Ideas. The How To Series.
INSTITUTION American Federation of Teachers, Washington, D.C. Teacher Center Resource Exchange.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 2 Jul 79
CONTRACT 400-77-0002
NOTE 40p.: Contains some faint print.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Class Organization: Classroom Techniques: *Educational Resources: Elementary Secondary Education: Fine Arts: *Group Activities: Inservice Teacher Education: Language Arts: Mathematics: Parent School Relationship: Postsecondary Education: Professional Development: *Program Development: Public Relations: Sciences: Social Studies: Special Education: *Teacher Centers: *Teacher Workshops

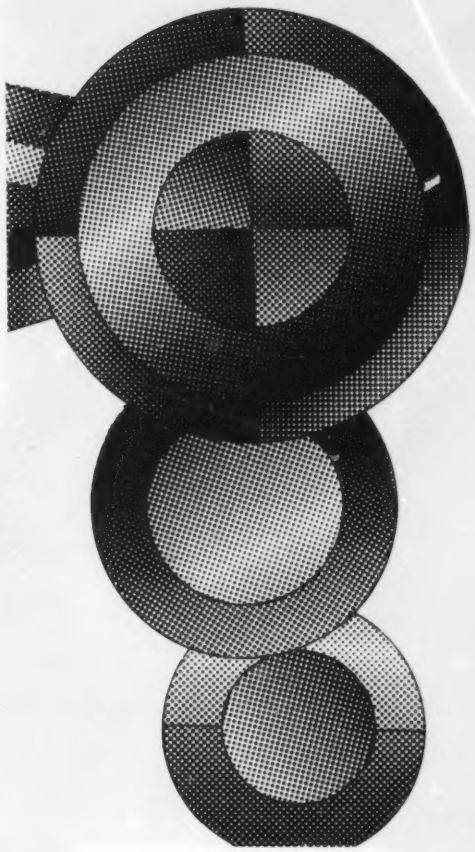
ABSTRACT

This handbook is designed to help teachers organize an effective teacher center and to develop successful workshop activities. Suggestions are made for initiating a teacher center program, using community resources, and establishing good public relations. Activities are listed for improving programs on language arts, mathematics, social studies, science, fine arts, classroom management, special education, professional improvement, and assorted games. The final section of the book presents successful practices reported by teacher center directors. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

The HOW TO SERIES

ED195522

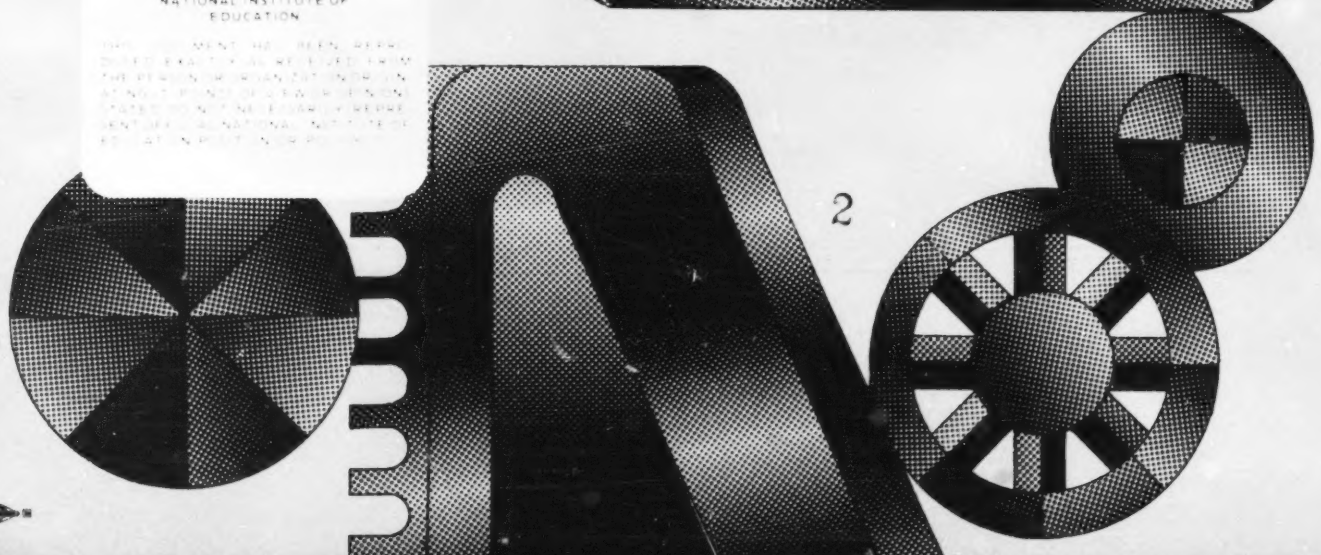


Challenge the Bionic Teacher and Generate 6 Million Ideas

AFT Teacher Center Resource Exchange
11 Dupont Circle NW
Washington, D.C. 20036

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

SP 017 123



HOW TO CHALLENGE THE BIONIC TEACHER AND GENERATE SIX MILLION NEW IDEAS

WRITING TEAM

RONALD BOVER
Coordinator
Central New York
Rural Teacher Center

JOANN HARUTUNIAN
Policy Board
Albuquerque Teacher
Learning Center

JIMMIE JACKSON
Director
District of Columbia
Teacher Center

DR. JESSIE M. KENNEDY
Director
Detroit Center for Professional
Growth and Development

DENNIS R. LAURO, JR.
Policy Board Chairman
Northern Westchester/
Putnam Teacher Center

DR. THERESA A. LORIO
Assistant Director
Detroit Center for Professional
Growth and Development

BRENDA PICKETT
AFT State Network
New Orleans, Louisiana

BETH SAUERBORN
Associate Director
Syracuse Area
Teacher Center

SADIE SHROPSHIRE
Coordinator
Gary Teacher Center

MIRIAM SMITH
Coordinator
New York City
Teacher Centers Consortium

DOLORES TALLEY
Co-Director
District of Columbia
Teacher Center

PAT WEILER
Director
AFT Teacher Center
Resource Exchange

The work upon which this publication is based was performed pursuant to Contract No. 400-77-0002 of the National Institute of Education. It does not, however, necessarily reflect the views of that agency.

PW:msp
opeiu#2-aflcio

THIS SERIES

WAS MADE POSSIBLE BY ....

- *the support given by Eugenia Kemble, Assistant to the President and Marilyn Rauth, Director of the AFT Educational Issues Department*
- *the productive dialogue between the AFT Teacher Center Advisory Group and the State Network Representatives and the AFT Teacher Center Resource Exchange*
- *the continued exchange of ideas and resources among teacher center staff and policy board members during the past year*
- *the skill of Soila Posas who sepnt long and tedious hours preparing the manuscript for print and Ron Hunt who created a work of art from lines and letters*
- *the creative genius of the writing team members whose talents and understanding made this publication a reality within a short span of time.*

OTHER MODULES IN THE SERIES INCLUDE:

HOW TO DEVELOP TEACHER CENTER MANAGEMENT TECHNIQUES
HOW TO ORGANIZE A TEACHER CENTER NEEDS ASSESSMENT
HOW TO CONDUCT A TEACHER CENTER TALENT SEARCH
HOW TO OPEN YOUR TEACHER CENTER DOORS

PUBLICATION: Winter '79

HOW TO PLAN YOUR TEACHER CENTER PROGRAM
TEACHER CENTERS AND TEACHER CERTIFICATION
HOW TO MOTIVATE TEACHER WRITERS

SINGLE COPIES OF THIS PUBLICATION ARE AVAILABLE UPON REQUEST, AS LONG AS THE SUPPLY LASTS.

Pat Weiler, Director
AFT Teacher Center Resource Exchange
11 Dupont Circle, N.W.
Washington, D.C. 20036

July 2, 1979

CONTENTS

INTRODUCTION.....ii

BUILDING THE SETS

SET 1: PROGRAM.....D3

SET 2: LAUNCHING THE PROGRAM.....D3-D4

SET 3: DEVELOPING STRATEGIES.....D5

PUTTING THE SHOW TOGETHER.....D6-D9

GETTING YOUR ACT TOGETHER

ACT 1: LANGUAGE ARTS ACTIVITIES.....D12

ACT 2: MATHEMATICS ACTIVITIES.....D13

ACT 3: SOCIAL STUDIES ACTIVITIES.....D14

ACT 4: SCIENCE ACTIVITIES.....D15

ACT 5: MUSIC, MEDIA, ARTS & CRAFTS ACTIVITIES.....D16

ACT 6: CLASSROOM MANAGEMENT ACTIVITIES.....D17

ACT 7: SPECIAL EDUCATION ACTIVITIES.....D17

ACT 8: STUDENT & PARENT ACTIVITIES.....D18

ACT 9: PROFESSIONAL IMPROVEMENT ACTIVITIES.....D18-D19

ACT 10: GAMES, GADGETS, GIMMICKS.....D19

ACT 11: POTPOURRI.....D20

ENCORES

PROMISING PRACTICES IN USOE TEACHER CENTERS.....D23-D32

FOOTLIGHTS

TEACHERS' PET PROPOSALS.....D35

CONSULTANT BANK.....D36

CREDITS.....D37

Teacher center leaders have found that once program activities are initiated, waiting lists must be set up for many teacher center activities. Programs include workshops, seminars, buzz sessions, independent study and field trips as well as a myraid of new strategies to support teachers in their professional development.

Teacher center activites have served highly successful classroom teachers as well as teachers who experience difficulties. Even the Bionic Teacher who seems to successfully adapt to the changing environment is being motivated by teacher center programs.

This module is designed to help teacher center leaders "get their act together" in the development of project activities.

BUILDING THE SETS
FOR RAVE REVIEWS
OF YOUR TEACHER CENTER

SET 1

PROGRAM

THERE IS NO PREDETERMINED PROGRAM!

TEACHERS SHOULD HAVE THE SAY OF WHAT MAKES UP THEIR PROGRAM!!

SET 2

TIPS ON LAUNCHING THE PROGRAM

○ Use Appropriate Madison Avenue Strategies

Try short, catchy titles to get their attention!

○ Use Dynamic Presenters

- with excellent reputations!!

○ Select High Interest Topics

Be sure they are not overworked!

○ Clearly Define Program Topics

Purpose
Goal
Outcome
Time for Group Interaction
Something Unique and Useful
Specific Classroom Suggestions

○ Limit the Scope of the Topic

Complete your agenda in the time designated.

○ Environment

Should be: Cheerful
Colorful
Stimulating

Be sure to display both primary and secondary materials.

REMEMBER: The environment of the center should reflect the program!!!

○ Room Arrangement

Should be: Conducive to relaxed interchange

○ Feedback

Have participants fill out a simple instrument

Evaluation is important. It keeps you in touch.

○ Observe Participant Reaction and Interaction

○ Vary the Format of your First Sessions

Lecture
Film
Hands On
Make and Take
New Concepts

○ Encourage Administration to Attend

-if your design permits it -

○ Publicize --Well in Advance

To: Teachers
Principals
Department Heads
Teacher Organizations
Others

--Be sure to develop an ever expanding mailing list--

○ Post Notices Prominently

Have participants R.S.V.P.! It's a good psychological advantage of letting individuals know they are expected!

○ "Sell" the Center

Verbalize often - in many ways - their unique opportunity for professional growth.

To: Individuals
Schools
Groups

Share free materials.
Highlight Center Services!

○ Identify Yourself with a LOGO!

You'll be recognized at a glance.

○ PLAN WELL - RELAX!!

SET 3

THE REAL CHALLENGE

TO DEVELOP STRATEGIES NECESSARY TO ASSURE
A CONTINUING, HIGH, PROFESSIONAL LEVEL OF PROGRAMMING

Included is the ability to:

- ◯ Analyze needs
- ◯ Build program based on needs
- ◯ Build programs which "stretch teachers beyond their own starting points to new levels of understanding and more effective modes of practice.[1]

BE CAREFUL of offering programs you THINK teachers want!

All avenues-from formal written needs assessments to the informal discussion with a teacher-need to be explored.

There are many ways to get teacher input into their inservice. BE CREATIVE AND RESOURCEFUL!!

NOTE: The above suggestions on program were excerpts from a presentation by Dr. Jessie Kennedy, Director, The Detroit Center for Professional Growth.

---

[1] Feiman, Sharon, essay on "Evaluating Teacher Centers," in School Review, May, 1977.

BEHIND THE SCENES

PUTTING THE SHOW TOGETHER

There is more than one way to present a production

The following are components from some successful programs!

- One-To-One Interaction

  In the classroom

  In the Center

  To: Observe
  Model
  Advise
  Listen
  And more...

- Small Group Workshops

  Provide An Opportunity To:

  Individualize Teacher Learning Needs and Modes
  Deal with Common Concerns
  Build a Support System
  Interact with Workshop Presenter and Participants More Freely.

- Large Group Presentations

  To Provide:

  Motivation
  Broad-Based Information
  Exposure to Nationally Known Experts

- Credit Course Work

  To Provide:

  Recertification Credit
  College Credit
  Many universities provide opportunities for a group to submit objectives for a special topics course which then provides coursework based on those objectives. TRY IT!

○ Informal Drop-In Center

Provides:

Informal exchange between teachers at ALL levels.
An opportunity to unwind/relax/have some refreshments.

○ Materials Construction Area

Provides:

Place to make materials.
Materials - including things to be recycled.
Machines - laminating - duplicators, etc.

To: Make games
Learning Units
Visual Aids

○ Professional Library

Provides:

Multi-media library loan service

Including a wide variety of:

Professional Magazines
Professional Books
Current Research Information

○ Materials Bank

Provides:

Samples of Textbooks
Samples of Manipulatives
Teacher made Learning Units
Bulletin Board Ideas
Games
Charts
Visual Aids
Slide-Tape Presentations
Machines and tools for teachers to experiment with, such as:
Slide Rule
Calculator
Computer

○ Mini-Stipend Awards

Teachers receive reimbursement for time and materials for the development of a unit for professional use which is subsequently shared at the center. Amounts up to $500.00 are awarded.

Pet Projects

Requests for funds up to $50.00 to assist a teacher in implementing a particular idea such as:

- o A fantastic learning center
- o A new program idea
- o Something with their class that requires money

Consultant Bank

You may want to establish a roster of consultants.

Solicit recommendations from:

Policy Board Members
Center Staff
Local/Regional Educational Organizations
Teachers
Administrators
Parents
College Faculty Members
Business Persons
Community Organizations

It is helpful to use a uniform consultant application form that speaks to areas of:

Expertise
Delivery Mode
Availability
Personal Data

Your consultant bank should include:

- Classroom Teachers - AN EXCELLENT RESOURCE!!
  Tap Their Talents for:
  - Workshop Presenters
  - Individual Consultation
  - Teacher made materials to share in and through the center
  - Idea Source
- College/University Faculties
- Administrative Personnel
- Business Persons
- Community Experts
- Parents
- Nationally known Consultants
  Consider sharing expenses with other groups bringing in a rational consultant. "Piggybacking" can provide the services of several consultants for the price of only one.
- Educational Organizations

Mini-computers when available provide easy accessibility to the information.

○ Mini-Workshops

A short-30-45 minute-one concept workshop done on site. Lunch-time, before school, of after school are good times for these.

Examples: How to use math tiles for two-place division

Information on the solar eclipse

For other ideas, see Footlights Page ___

○ Tutorial Services

Provide tutoring by teachers at the center after school.

Develop a "Dial a Teacher" service to help parents and/or students with homework.

○ Parent Participation

Provide:

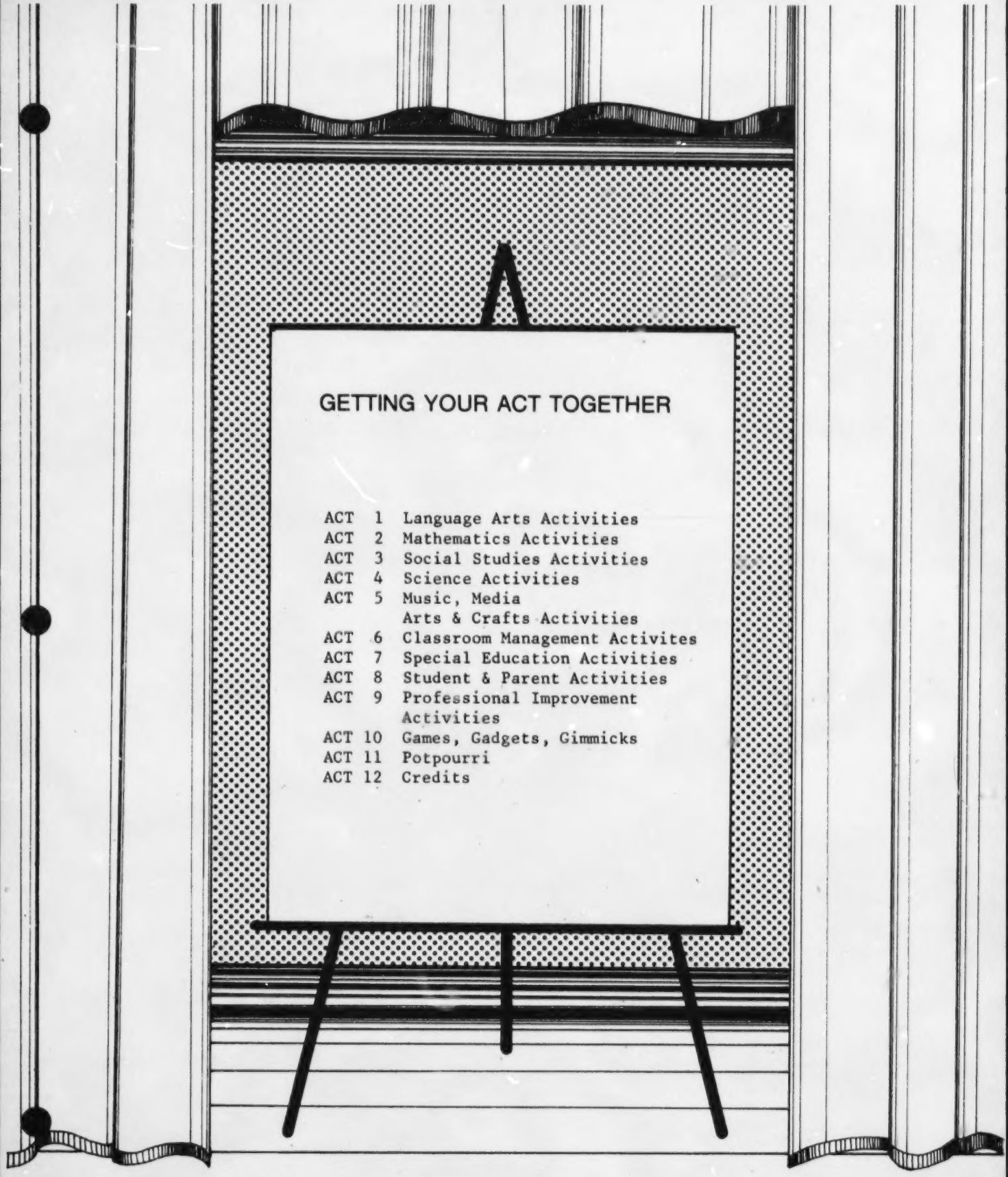
Workshops on parenting
Language development
Television and using it effectively
How to select toys effectively
Nutrition
Parent involvement with their child and the schools.

○ Community Outreach

Be a resource
Serve as a meeting place for nonprofit groups.
Link community resources to meet expressed n-eds.
Senior citizens volunteer work

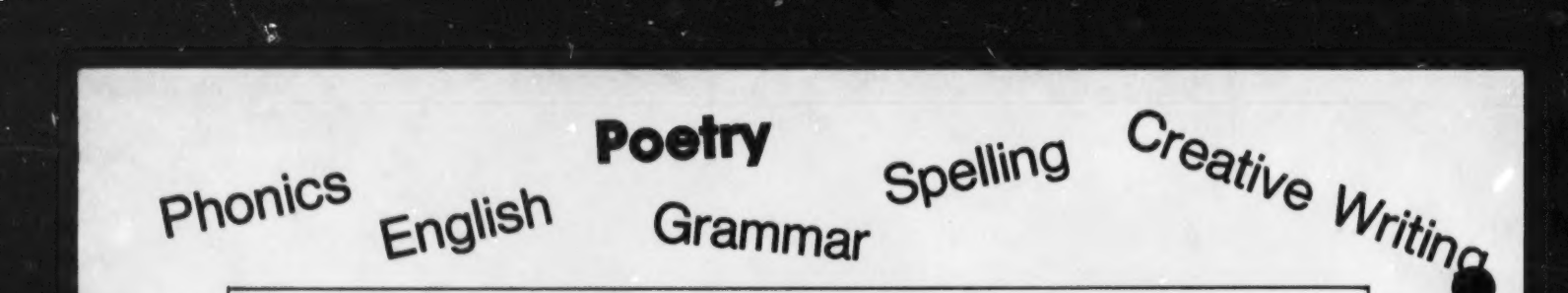
○ Other Programs to Consider

- There are many resources available to enrich programs and provide an opportunity for individual research and experimentation. The names and addresses of programs that have inservice components included are listed in Teacher Centers: Putting the Pieces Together.
  Example: National Council for Social Studies
- You may also find it helpful to contact your state teacher center coordinator for state programs that have inservice components.
- Publish a book of teacher ideas:
  Examples: Teachers' Works In A box



GETTING YOUR ACT TOGETHER

ACT 1 Language Arts Activities
ACT 2 Mathematics Activities
ACT 3 Social Studies Activities
ACT 4 Science Activities
ACT 5 Music, Media Arts & Crafts Activities
ACT 6 Classroom Management Activites
ACT 7 Special Education Activities
ACT 8 Student & Parent Activities
ACT 9 Professional Improvement Activities
ACT 10 Games, Gadgets, Gimmicks
ACT 11 Potpourri
ACT 12 Credits



ACT 1

LANGUAGE ARTS

- Developing Reading Skills Through Poetry
- All About Me ..Games and Books
- Reading in the Content Areas
- Teaching Language Arts Through Art
- Reading: A Diagnostic/Prescriptive Approach
- Planning and Managing a Reading Program
- Recipes for Reading
- New Techniques in Remedial Reading
- Providing Language Through Effective Communications
- Stick Out Your Neck--Activities for Teaching Reading Decoding Skill
- Cartloads of Creative Story Starters--Activities for Creative Writing
- Teaching Writing as a Process
- Teaching Reading as a Process
- Throw Your Whole Self Into Comprehension
  --Activities for Tea ching Comprehension Skills
- Individualizing Language Arts Instruction
- Secondary Language Skills
- Using the Language Master
- The Student As Author
- Corrective Reading Workshop
- Applications of Oral Skills Inot Language Arts Communications
- Teaching Young Children to Write
- Strategies for: SRA
  Random House
  Other _____
- Integrating Reading With The Content Areas
- Language Development
- Basic Methods in Language Arts
- Cover to Cover Reading Materials
- Non-Fiction Reading/Listening Materials
- Reading Comprehension Strategies
- Children's Writing
- Learning Centers for Reading
- Reading for the Gifted
- Theory and Activities for the High School Reading Teacher
- Motivating Children to Write at the Secondary Level
- Creative Teaching of Reading
- Motivational Techniques for the Reluctant but Scholastically Able Reader
- Using the Newspaper to Teach Reading
- Curriculum Enrichment in Reading
- Curriculum Enrichment in Reading
- Children's Writing--How Do We Get It Started?
- Planning a Secondary Writing Program
- How to Help Students Think About What They Read

ACT 2

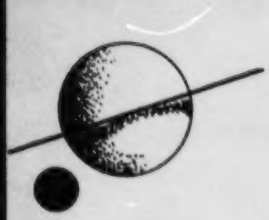
MATHEMATICS

- Manipulatives in Mathematics--Arithmetic and Geometry
- Developing Basic Arithmetic Skills and Concepts
- Diagnosing Mathematical Deficiencies
- Individualizing Instruction in Math
- Mysterious Metrics
- Reading Mathematics
- Teaching Place Value
- Learning Games for Mathematics
- Chisanbop
- Constructing Math Materials
- Let's Calculate--Calculator Workshop
- Drill & Practice Techniques for Math
- Problem Solving Techniques for Mathematics
- Metric Education Activities
- Using the Computer for Games and Simulation
- Math Games
- Developing a Math Warehouse
- Pi are Round -- Cornbread are Square -- Math Diagnosis
- Designing Learning Centers for Mathematics
- Enrichment in Mathematics
- Developing Basic Computation Skills -- A Make and Take Workshop
- Problem Solving With Caluclators
- Applications of Math -- K-6
- Advanced Topics in Mathematics -- for the Secondary Teacher
- Developing a Math Tutorial Program
- Middle School Math Techniques
- Basic Computers for the Classroom Teacher
- Hand Calculators for Multiple Use
- All Aboard for Math Fun -- Activities for Mathematics
- Introduction to the Micro Computer for Middle School Teachers
- Verbal Problem Solving

ACT 3

SOCIAL STUDIES

- Consumer Education
- Using the Newspaper in the Classroom
- Economics in the Secondary School
- Law in a Free Society
- Oral History
- A Taste of Tradition -- Food and Culture
- Extending Curriculum: A Multi-Cultural Approach
- Man: A Course of Study
- Work -- Unemployment-Public Policy -- A Teaching Unit
- Effects of Multi-Cultural Societies in Our Schools
- Human Relations
- Community School Cultural Fair
- Teaching Oral History
- Global Education



DNA

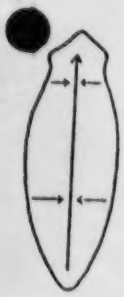
PHOTOSYNTHESIS

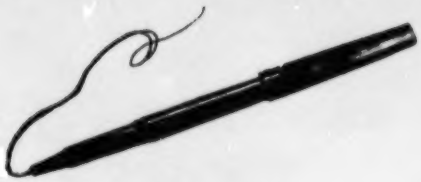
H_2SO_4

ACT 4

SCIENCE

- Environmental Interaction
- Teaching Science in the Elementary School
- Science Workshop: Focus: Questioning Techniques
- Life Cycle in the Spring
- Physical Science Activites
- Life Science Smorgasboard
- Children Can Cook
- Environmental Studies
- Outdoor Science
- Indoor Science
- Energy Workshop
- Let's Explore
- The Talking Plant
- Creating a Science Environment -- Animals
- Creating a Science Environment -- Plants
- Individualized Science Instruction
- Weather Study
- Ecology and Pond Life
- Solar Energy
- Magnetism
- Environmental Awareness
- A Galaxy of Astronomy Activities
- Nutritional Effects on Behavior





ACT 5

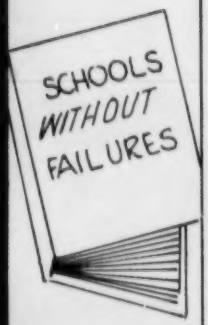
MUSIC, MEDIA, ARTS & CRAFTS

- Arts & Crafts for the Elementary School Teacher
- Basic Photography
- Techniques in Clip Art and Graphic Design
- Dance As A Performing Art
- Creative Movement
- Stained Glass Class
- Caligraphy
- Puppetry in the Classroom
- Book-Making
- Simple Kite Making
- Batiking
- Geometric Art
- Art for the Handicapped
- String Art

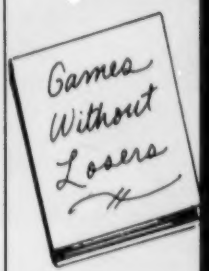
- Integrating Art and Language Arts
- Photography for Secondary Students
- Reading through the Arts
- Creative Dramatics
- Arts & Crafts with Recycled Materials
- Soap Art
- T-Shirt Design
- Teaching Art Appreciation in the Elementary Grades
- Contemporary Problems in Music Education
- How to Teach Cartooning to Your Students
- Shared Choral Music Program Methods
- Musical Staff Construction
- Creating With Clay
- Making Something from Nothing
- Disco Dance of Math
- Duplicating Workshop

ACT 6

CLASSROOM MANAGEMENT



- Discipline and Security in the Schools
- Teacher Effectiveness and Classroom Handling
- Personality Styles in Classroom Management
- Behavioral Modification and Other Behavioral Management Techniques
- Discipline and Classroom Management
- Discipline -- A Matter for Instruction
- Identifying Teacher Goals -- What Is Misbehavior
- Integration of Discipline With The Curriculum
- Familiar Approaches to Classroom Management
- Looking at Materials for Classroom Management
- Reality Therapy -- A Behavioral Intervention
- The Blender Approach to Classroom Discipline
- Factors That Influence Your Decision Regarding Classroom Management
- Handling Discipline Problems
- Three Dimensional Discipline
- Games Students Play -- Discipline & You
- Conflict Resolution

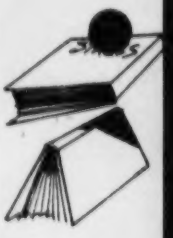


ACT 7

SPECIAL EDUCATION

- Math Activities for EMR Teachers
- Arts & Crafts for Special Education Teachers
- Teaching Children With Learning and Behavioral Problems in the Regular Classroom
- Diagnosing and Evaluation of Children with Learning and Behavior Disorders
- Teaching the Exceptional Child
- The Learning Disabled Child
- Activities for Learning Disabled Children
- Sign Language
- Special Education -- The Resource Room
- Basic Skills for Special Needs Population
- Learning Activities for the Gifted and Talented
- Identifying the Gifted and Talented
- Learning Stations for the Handicapped
- Environments for People with Handicaps
- Meeting the Learning and Behavior Needs of Handicapped Children via Subject Interrelated IEP's
- Braillist

D-17



ACT 8

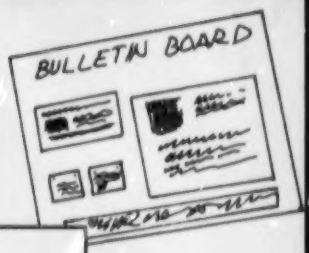
STUDENT & PARENT

- Seminar for Young Parents
- Parent's Day -- The Centers Relationship to Parents
- Body-Mind-Spirit- A Wholistic Approach to Parenting
- Preserving Your Child's Art
- Parents' Anonymous
- Parents as Teachers
- Helping Your Child At Home
- PET Parent Effectiveness Training
- Pressures of the 80's -- A Workshop for Students
- How To Take Test
- Parent Involvement Activities

ACT 9

PROFESSIONAL IMPROVEMENT

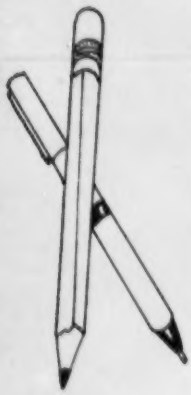
- Labor Relations for Classroom Teachers
- Developing Self-Teaching Instruments
- Developing Instructional Triads
- Student/Teacher Interaction
- Teacher "Burn Out": A Self Help Program
- Teacher Stress -- Analysis and Response
- The Art of Listening: An Avenue to Stress Relief
- Improving Teacher Made Test
- Evaluating Student Performance
- Teacher Stress Management
- Creating Learning Centers
- Teacher Effectiveness Training
- Early Childhood Learning Centers
- Utilizing Classroom Discussion Groups
- Effective Education -- What It Is and What It Is About
- Inter/Intra Personal Relations
- Modern Day Stress: Does it Show in Our Schools
- Life Assessment Skills
- Teacher Rights and Responsibilities
- Meeting the Needs of Early Adolescents
- Learning/Teaching Styles
- Meeting the Needs of the Gifted and Talented
- Introduction to Learning Labs
- Youth Helping Youth: The Theory and Practice of Peer Teaching
- How to Teach Thinking
- How to Construct A Good Test
- Individualizing Learning for Jr. High and High School Students
- Understanding Children with Special Problems
- Establishing and Managing Learning Centers
- Effective Parent Conferences
- Parent/Teacher Relationships
- Developing A Lesson Plan

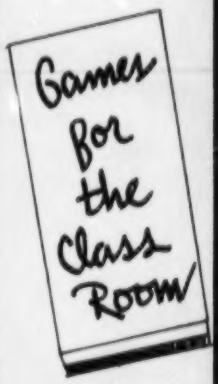


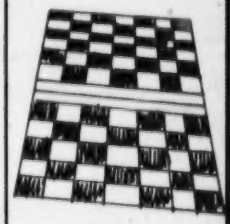
ACT 9

PROFESSIONAL IMPROVEMENT
(continued)

- Record Keeping Techniques for Individualization
- Mastery Learning
- Techniques for Grouping
- Techniques for Individualization
- Team Teaching Techniques
- Introducing and Implementing Open Education
- The Integrated Day and How To Do It
- Interpreting Test Data
- Setting Up Language Centers
- Non-Sexist Education
- What Is Reality Therapy
- Pia Get's Theory in Practice
- Developing a Handbook
- Researching a Topic
- New Teacher Workshop Series
- Precision Teaching Awareness
- Teaching and Testing
- Stimulating Student Motivation
- Child Growth and Development
- Middle School Organization and Processes
- Identifying Inservice Needs
- Who's Afraid of the Big Bad Parent



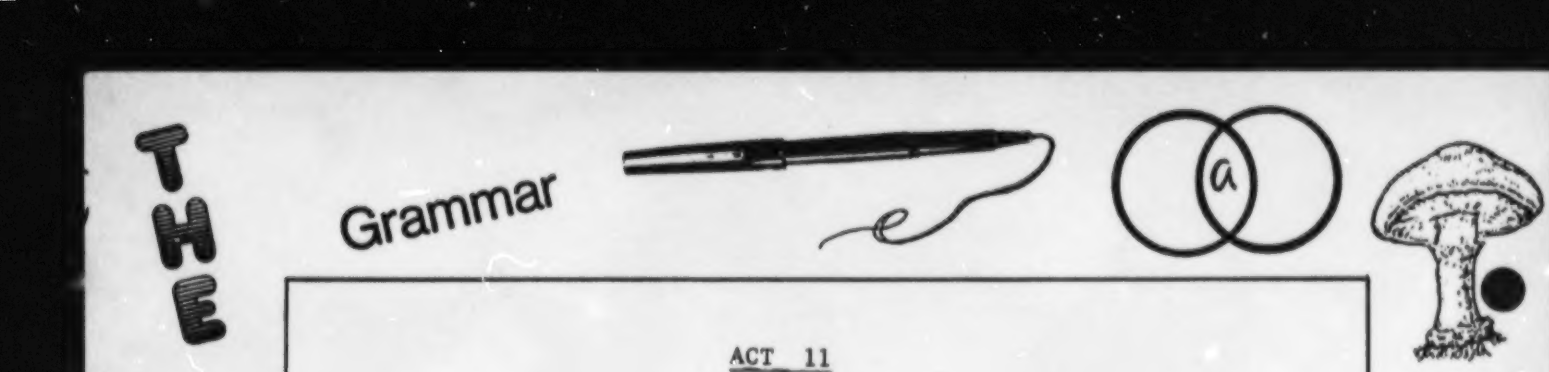




ACT 10

GAMES , GADGETS, GIMMICKS

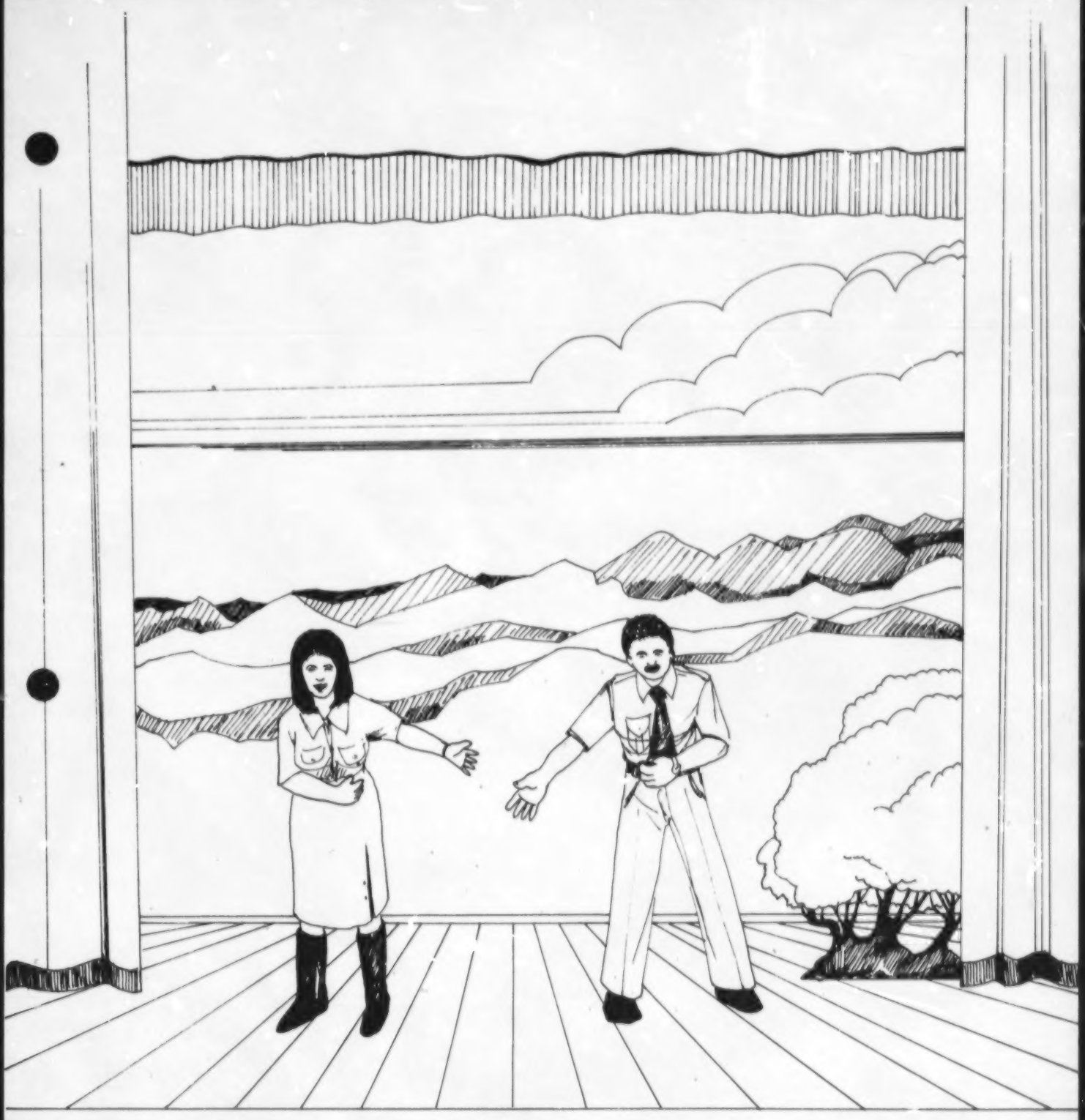
- Academic Games to Teach Mathematics
- The Art of Display -- Creative Bulletin Boards
- Creating and Using Games That Teach
- Creating Bulletin Boards That Teach
- Using Multi Media For Curricula
- Creating Teaching Games
- Using Media In The Classroom
- Slide/Tape Techniques
- Using Recycled Materials
- Learning Boxes Unlimited
- Phonetic Reading Games
- Portable Learning Centers in All Content Areas
- Introduction to Gaming
- Critical Thinking Games/Materials



ACT 11

POTPOURRI

- Values Clarification Workshop
- Decision Making/Values Education
- Cognitive Moral Development
- Using Media in the Classroom
- Choosing A Career -- Career Education Workshop
- Pinhole Photography
- Videotape Workshop
- A Seminar on Child Abuse
- Career Awareness in the Classroom
- Transparent Inspirations & Creations -- How to Make Transparencies
- Helping Children Take Responsibilities
- Grant/Proposal Writing
- Teacher as Author
- The Teacher in Books and Movies
- How to Operate A V Equipment
- Conversational Spanish for Teachers
- Documentary Film-Making
- Tennis Workshop
- Microwave Cooking
- How To Teach School and Earn a Living At the Same Time -- Basic Money Management
- How to Take Better Vacation Photos
- Personal Finance for Non-Financial People
- Film Use in the Secondary Classroom



ENCORES

PROJECT DIRECTORS HAVE
IDENTIFIED THE FOLLOWING
AS THEIR MOST PROMISING PRACTICE

AFT TEACHER CENTER
RESOURCE EXCHANGE

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:
NAME OF CENTER: Cincinnati Area Teacher Center
CENTER DIRECTOR: Susan Richmond
ADDRESS: 1130 Fort View Pl.
Cincinnati, OH 45233

Our most promising practice in our teacher center is:
(describe below)

Involving teachers in being either a presenter or a facilitator in all our activities is our most promising practice. As a result of growing involvement, teachers are receiving recognition among their peers and administrators. Also, they are realizing through attending workshops and activities that they and their colleagues do have expertise. This enthusiasm will undoubtedly reflect in a more positive classroom environment and enable our Teacher Center to be a change agent in curriculum and teaching methods.

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:

NAME OF CENTER: Washington West Resource Center

CENTER DIRECTOR: Wade Scherer W.S.

ADDRESS: Old Post Office, RFD#1, Box 172N
Waitsfield, Vermont 05673

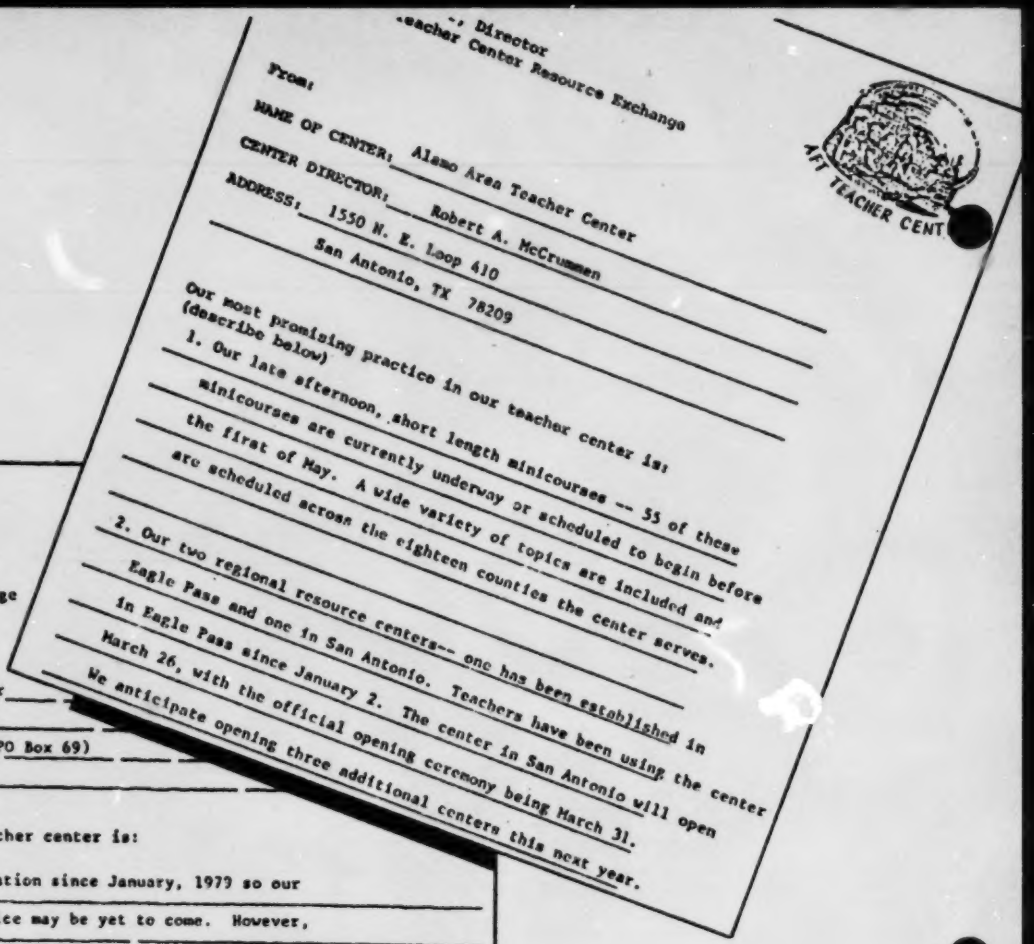
Our most promising practice in our teacher center is:
(describe below)

The staff of the Washington West Resource Center is currently facilitating ten (10) school-wide and/or district-wide curriculum development projects.

Three of the committees consists of Elementary School teachers and administrators. One committee is reviewing the districts record-keeping system, another is working on Math curriculum. Recently a committee has been formed to develop a coordinated Health Curriculum.

The seven (7) remaining curriculum plans are part of the Resource Center's Inservice Credit Bank Incentive Grants program. The purpose of these grants is to provide groups of teachers with either a direct subsidy, or with substitute teacher payments allowing time for the development of curriculum that is best suited to teachers' own needs and the needs of their students.

The seven grant proposals were funded for a total of $3,500 (an average of $500. per grant) providing incentive monies to 58 teachers. Incentive grant budgets included funds for consultants and some materials when necessary for completing a project.



...Director
...eacher Center Resource Exchange

From:

NAME OF CENTER: Alamo Area Teacher Center
CENTER DIRECTOR: Robert A. McCrummen
ADDRESS: 1550 N. E. Loop 410
San Antonio, TX 78209

Our most promising practice in our teacher center is:
(describe below)
1. Our late afternoon, short length minicourses -- 55 of these minicourses are currently underway or scheduled to begin before the first of May. A wide variety of topics are included and are scheduled across the eighteen counties the center serves.
2. Our two regional resource centers-- one has been established in Eagle Pass and one in San Antonio. Teachers have been using the center in Eagle Pass since January 2. The center in San Antonio will open March 26, with the official opening ceremony being March 31.
We anticipate opening three additional centers this next year.

AFT TEACHER CENT...

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:

NAME OF CENTER: Moab Teachers' Center
CENTER DIRECTOR: Barbara Ing
ADDRESS: 217 East Center (or PO Box 69)
Moab, Utah 84532

Our most promising practice in our teacher center is:
(describe below)

We have been in operation since January, 1979 so our most promising practice may be yet to come. However, the release time to work on curriculum and time to travel to conferences is probably the most appreciated by the teachers. We have sponsored a variety of workshops, both short and long term and have had very good attendance at them.

First-Aid, a workshop requiring 12 hours of instruction has been well (and faithfully) attended by 27 persons in the district. Please remember that our district has 92 teachers..

* We are 3 hours by car from Salt Lake City where most conferences take place, therefore it takes almost an extra day to attend a conference or seminar. Public transportation is limited.

AFT TEACHER CENTER
RESOURCE EXCHANGE

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:

NAME OF CENTER: Northwest Arctic Teacher Center
CENTER DIRECTOR: Ms. Doris Brock
ADDRESS: P.O. Box 672 Kotzebue
Alaska 99752

Our most promising practice in our teacher center is:
(describe below)

The Northwest Arctic Teacher Center sponsored a three-day conference with the Bilingual Programs for area teachers. Teachers (125 and instructional aides in the 11 schools joined together to discuss topics of interest to participants. Topics ranged from the qualities of a good ... and the nature and psychology of the student to "what is learning"

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:
NAME OF CENTER: Western Montana Teacher Center
CENTER DIRECTOR: Robert W. Lukes
ADDRESS: P.O. Box 8206 301 W. Alder
Missoula MT 59807

Our most promising practice in our teacher center is:
(describe below)

A great many teacher center programs have directed their activities toward the elementary teacher. The Western Montana Teacher Center is dedicated to the concept that we will serve all teachers on an equal basis; elementary teachers, high school teachers, and parochial teachers. Every effort is being made to include an exciting and meaningful program for secondary teachers in the Teacher Center activities. The Western Montana Teacher Center Policy Board recognizes the fact that the needs of the secondary teacher are somewhat different that the needs of the elementary teacher and we are, in effect, developing two centers within the Teacher Center. One whose programs and activities will be directed at the elementary teacher and the other whose activities and programs will be directed primarily at the secondary teacher. Knowledge of this practice has generated considerable interest and excitement among the secondary school teachers in our service area. The programs being developed for the secondary teachers are in the planning stages and we would be more than happy to share them with you and other teacher centers once they come off the drawing board and are put into practice. The general activities of the Western Montana Teacher Center in order of their priority are as follows: 1. Meaningful inservice education. 2. Social and community outreach. 3. Production services. 4. Resource area. We are planning to deal rather extensively with stress and stress related topics.

TEACHER CENTER
RESOURCE EXCHANGE

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:
NAME OF CENTER: Newark Teacher Center
CENTER DIRECTOR: James Lerman
ADDRESS: Board of Education , 2 Cedar St.
Newark, NJ 07102

Our most promising practice in our teacher center is:
(describe below)

The objective which has sparked the most intense interest in Newark is the stress/morale program which we are planning. We are a planning grant, so we have not real operational successes to point to at this time.. However, our first year proposal calls for a pilot program to occur this Spring and we think we will be doing a series of awareness sessions and lectures on stress-related issues. Will keep you posted..

D-25

AFT TEACHER CENTER

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:
NAME OF CENTER: B.E.S.T. Center
CENTER DIRECTOR: Jacci Turner
ADDRESS: 200 Silver Lane
Eugene, Oregon 97404

Our most promising practice in our teacher center is:
(describe below)

"Project Day" (an upcoming event)

The ideas behind Project Day are several: 1) the inservice needs of practicing professionals are different from the more predictable needs of new teachers; 2) teachers can diagnose their own needs and arrange resources to help meet those needs; 3) individual professional needs are often not met by system-arranged inservice events; and 4) teachers need time to observe innovative practices and to consider strategies for implementing change.

During the month of April BEST Center will provide 100 substitute release days to teachers, freeing them to pursue individually prescribed projects. The range of acceptable projects is very broad — see reverse side for suggestions we have provided.

At the end of Project Day teachers will return to BEST Center to share findings and evaluate the experience.

Project Day Suggestions

- Become a student for the day at your own school
- Observe innovative programs at other schools
- check out program continuity of your own school
- Observe the grade above yours and/or below yours
- Learn about potential community resources
- Explore Lane Community College or the University of Oregon
  - meet with professors; look for resource possibilities
- Spend the day at the Teaching Resource Center at Lane E.S.D.
- Do reading/research in the U.O. Library
- Preview films, tapes, books, curriculum kits
- Visit State Dept. of Ed. in Salem
- Observe middle school operations in Bethel or Junction City
- Take a student(s) on an individualized learning experience
- Trade teaching assignments with a colleague
- Spend a day with your principal
- Line up guest speakers

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:

NAME OF CENTER: Syracuse Area Teacher Center

CENTER DIRECTOR: Sam J. Yarger

ADDRESS: 400 Huntington Hall/150 Marshall Street
Syracuse, New York 13210

Our most promising practice in our teacher center is:
(describe below) SUMMER SCHOOL IN ACTION

SUMMER SCHOOL IN ACTION has been designed to allow teachers to:

1. Become decision makers in recognizing and meeting their individual teaching and learning needs.
2. Learn about themselves and their teaching through non-judgmental support and feedback as they develop and produce new teaching skills.
3. Develop strategies and skills in working with children of varying needs.
4. Meet, work, and share expertise with teachers from the three school districts and with college and university personnel.

This program will be operated daily from 9-12 a.m. during the weeks of July 2 through July 30. The hours of individual attendance will be determined by each teacher participant, based on his/her individual program and number of credits desired.

There will be four groups of 20-25 children(primary, intermediate, junior high, senior high), with each group reflecting a wide range of abilities, needs, and backgrounds. The children will work in the classroom with a master teacher on content material developed by the master teacher, but will also receive instruction from, and interaction with, the teacher participants.

There will be 10-15 teacher participants working with each group of children. Each teacher participant will spend the first week working with teacher-professors and consultants to design his/her individual program, establishing objectives and creating ways of meeting them. Weeks 2-4 will be spent working with groups of children, coordinating individual participant programs with content material for children established by the master teacher. The teacher participant will be observed, and will receive non-judgmental feedback from the master teacher and/or teacher professor to help him/her to progress in, redefine, or restructure his/her individual program. The fifth week will be spent in the evaluation and redefining of goals, programs and resultant growth of the participant.

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:

NAME OF CENTER: St. Louis Metropolitan Teacher Center

CENTER DIRECTOR: G. Wayne Mosher

ADDRESS: 425 No. Spoede Road

St. Louis, MO 63141

Our most promising practice in our teacher center is:
(describe below)

The St. Louis Metropolitan Teacher Center (SLMTC) has four major components to its proposal: inservice workshops, visitations for observation, a drop-in center and Mini-grants. The Mini-grant portion is somewhat unique in that it allows individual teachers, a building faculty or a district to write their own proposals to meet specific curriculum or communication needs. These proposals are submitted on given dates. Review of the proposals is done by the Mini-grant Screening Committee which is composed of teacher representatives from the districts in the SLMTC consortium. Proposals are then either allocated money in amounts of $25 to $750 or returned.

The proposals coming in show that teachers have a desire and need to be creative in areas which cannot be funded by their districts. SLMTC is proud of its teachers and their response to the concept of Mini-grants!

AFT TEACHER CENTER

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:

NAME OF CENTER: The Atlanta Area Center for Teachers

CENTER DIRECTOR: Howard H. Knopf

ADDRESS: 3000 Flowers Road South, NE

Atlanta, Georgia 30341

Our most promising practice in our teacher center is:
(describe below)

On Saturday, February 3rd, over one-hundred (100) teachers attended the Atlanta Area Center for Teachers Third Annual Birthday Party. Entitled "Winter Wonderland Open House," those in attendance could choose to attend mini workshops on the following topics: Winter Art Ideas, Weaving, Book Reports, Reference Skills, Creative Writing, Reinforcing Basic Math Skills, and Bookmaking. Local area teachers conducted the sessions and participants could visit a maximum of three workshops. Each "guest" brought a gift for the Center, such as a teaching idea, a learning activity, a box of markers, etc., and was given a "thank-you gift" in return. Refreshments were served, including a cake decorated with the mascot of AACT, the Teacher Creature. Co-ordinated by the AACT Policy Board, this affair was educational, inspirational, enlightening, and was considered a huge success by those in attendance.

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:

NAME OF CENTER: Vallejo Teacher Center

CENTER DIRECTOR: Joe Wardlow and Joan McDonald, Co-Directors

ADDRESS: 211 Valle Vista
Vallejo, CA 94590

AFT TEACHER CENTER

MAR 26 1979

Our most promising practice in our teacher center is:
(describe below)

The involvement of our entire Teacher Center Policy Board as participants in the Teacher Center training program--their active involvement in evaluating the program and in validating or modifying its direction.

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:

NAME OF CENTER: Montgomery Teacher Center

CENTER DIRECTOR: Charlscia (Kitty) Elrod

ADDRESS: 515 South Union Street
Montgomery, Alabama 36104

Our most promising practice in our teacher center is:
(describe below)

Many exciting activities have developed at Montgomery's Teacher Center, but perhaps the most promising practice, at this time, is the use of teachers to teach and share with other teachers. "Master" teachers in certain areas have been identified and are now in the process of conducting work sessions for other teachers.

Teachers volunteered or were recommended by peers, principals, and/or supervisors as "Master" teachers. Using this list of persons, the Teacher Center Master Teacher Steering Committee engages teachers to conduct staff development sessions which teachers have requested.

The "Master" teachers are given release time to prepare for their sessions and are remunerated for their actual workshop time. Since released time for workshop participants could not be arranged, participants receive a stipend for attending staff development sessions after school hours or on Saturdays.

Kitty Elrod

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:

NAME OF CENTER: Columbia-Marion County Teacher Center

CENTER DIRECTOR: Glenda Shivers

ADDRESS: 1200 Peace Street
Columbia, MS 39429

Our most promising practice in our teacher center is:
(describe below)

Presently, the Columbia-Marion County Teacher Center is offering a special field problems course through the University of Southern Mississippi relating to discipline. There are forty-four teachers registered in this course. The teachers are studying school law and how it relates to discipline. The teachers are also preparing discipline handbooks which are legally sound.

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From: Dennis Sparks

NAME OF CENTER: Northwest Staff Development Center

CENTER DIRECTOR: Dr. Dennis Sparks

ADDRESS: 29530 Munger, Livonia, Michigan 48154

Our most promising practice in our teacher center is:
(describe below)

We have been very successful with a series of workshops related to the prevention and management of educational stress. These workshops are offered to both teachers and administrators, and are conducted at our Center (multi-district) and for a building staff at the school site. In addition to the basic workshop on the prevention and management of stress (see attachment), we offer workshops on time management, human potential, and relaxation techniques. We also encourage the development of professional support groups for a wide range of work-related issues (stress, curriculum development, instruction, etc.). Please contact me for additional information.

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:

NAME OF CENTER: Wood County Area Teacher Center
CENTER DIRECTOR: Dr. James A. Robarge
ADDRESS: 1 Courthouse Square
Bowling Green, Ohio 43402

Our most promising practice in our teacher center is:
(describe below)

Unlike most teacher centers, the WCATC is a concept: a concept that allows the exchange of mid-career teachers for a school year or semester with fifth year graduate students at BGSU. These teachers reassigned to the center complete a professional development plan whose purpose is two-fold: to increase their expertise as teachers and add to our knowledge of the educational process in order to increase and improve services to students.

A second major aspect of the center is to determine from teachers in what areas they feel inservice is needed and to offer that training. This is done either through specially designed university courses or by providing substitutes for teachers, allowing them to attend inservice on regular school time and to plan and conduct inservice as consultants.

At the end of the three year period, up to fifty teachers will have been reassigned to the center, thus creating a nucleus of teacher trainers who can utilize their experience to assist their colleagues in all areas of curriculum, individualization, classroom management, et al.

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:

NAME OF CENTER: Hot Springs Teacher Center
CENTER DIRECTOR: Bill Nipper
ADDRESS: 1111 Spring Street
Hot Springs, Arkansas 71901

Our most promising practice in our teacher center is:
(describe below)

Our most promising practice in our teacher center is: all workshops, courses, materials, resources, counseling, equipment and construction of instructional materials which are provided by the Hot Springs Teacher Center are in response to teachers' needs, as expressed in surveys, a request file and personal contact.

Any teacher can fill out a request form and leave it with us, and we follow up on the request. It could be anything from a suggestion about a workshop to specific materials requested. It might request help in scheduling a field trip or classroom speaker.

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:

NAME OF CENTER: GUAM TEACHERS' CENTER
CENTER DIRECTOR: CARL P. PALAZZOTTO
ADDRESS: Department of Education
P.O. Box 23668
Guam Main Facility
Guam, M. I. 96921

Our most promising practice in our teacher center is:
(describe below)

our inservice program. The inservice model that we have for designing and implementing inservice courses is beginning to show positive results. As we run more courses, our methods show more effectiveness. We've implemented Guam's first T.V. college course for credit with the cooperation of Guam's public television station KGTF-TV. To my knowledge, this is the only Teacher Center to have done so.

In conjunction with the inservice program, the Center is currently taking steps to coordinate the inservice programs of all the divisions within Guam's Department of Education. In the past, too many promising courses and consultants have gone unnoticed because of poor communication efforts. Initial response to the Center's efforts has been tremendously encouraging. Obviously, this was a recognized need. If the Center can serve as a clearinghouse for inservice information (via our newsletter), then we will have accomplished much.

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

AFT TEACHER CENTER

From:

NAME OF CENTER: Madison County Teacher Center

CENTER DIRECTOR: Kay J. Altgoff

ADDRESS: Southern Illinois University
Box 122, Edwardsville, Illinois
62026.

Our most promising practice in our teacher center is:
(describe below)

The Madison County Teacher Center is seen as a grassroots center with little invested in facilities. Needs create facilities rather than facilities creating needs! The administrative center is based at Southern Illinois University-Edwardsville. Sites for the various project components are in the local schools. The Professional Development component is housed in the schools that define their needs and develop programs. The Resource component is utilizing existing resources and facilities. The Materials Development component is housed in space provided in four districts in the county. Activities involving the Teacher Forum component are being held in different sites throughout the county. These spaces and the administrative office is made available at no cost to the MCTC. This "space for no cost" concept is an initial and essential step demonstrating the cooperation of local administrators, teachers, and the University in producing an effective and needed Teacher Center in Madison County! Although these are recognized advantages to a central site for all activities, we feel that given the size of the county that sites growing out of local needs are more efficient and financially feasible than the one central location.

AFT TEACHER CENTER
RESOURCE EXCHANGE

TO: Pat Weiler, Director
AFT Teacher Center Resource Exchange

From:

NAME OF CENTER: Indianapolis Teacher Center

CENTER DIRECTOR: Carolyn Fay

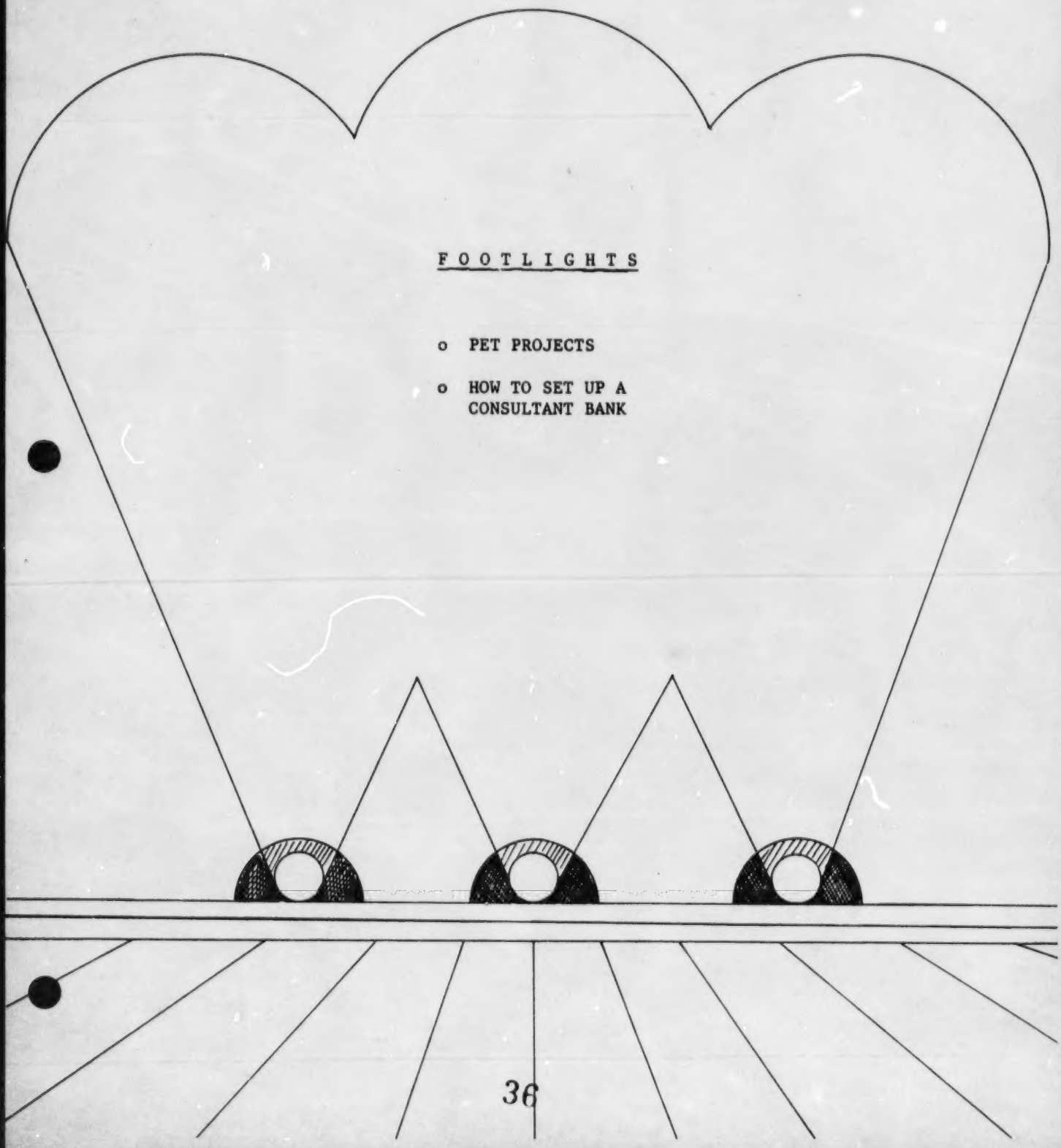
ADDRESS: 1101 N. West St.
Indianapolis, Indiana 46202

Our most promising practice in our teacher center is:
(describe below)

- Heavy use of released time (1250 days....first year)
  (967 days....second year)
- Secondary content area workshops
- Staff remaining in bargaining unit

FOOTLIGHTS

- PET PROJECTS
- HOW TO SET UP A CONSULTANT BANK



PET PROPOSAL

WHY DON'T YOU - - -

1. design a fantastic learning center?
2. try a new program idea that you have in mind?
3. plan a project with your fellow team members that necessitates some financial backing?
4. do something with your class that requires money?

Because your school is a participating member of the Syracuse Area Teacher Center, you have the opportunity to apply for money in our "Pet Project" campaign. Essentially, that means you may request money amounting to $50.00 to assist you in implementing your particular idea.

The process is simple! All you need to do is fill out the attached form and then agree to write up a brief summary of your project should it be funded. There are a limited number of grants available, so please submit your request form to your Teaching Center Coordinator no later than April 6, 1979. You will be notified shortly thereafter if your project is funded.

Request For Pet Proposal

Applicant(s)_____

Building_____

Address_____

Your Pet Proposals will be reviewed by the following:

- number and type of student affected
- usage - repeated over a period of time
- flexibility of use (with teams, creating [illegible] environment within your classroom, using an environment outside of your classroom).
- creativity, originality, uniqueness

Number of student(s) involved_____

Projected outcomes:_____

Materials needed:

Quantity	Description	Cost

Estimated time span for project:

37

_____
Signature of applicant(s)

D-35

HOW TO SET UP A CONSULTANT BANK *

In order to respond to the varied requests for center services, it is essential that a roster of consultants be established. Center consultants should be recruited from the many skill areas relative to the professional growth and development of educators.

One way to begin establishing the consultant bank is to solicit recommendations from policy board members and center staff. A letter describing the center's purpose and the areas needed expertise should be developed. A uniform consultant application form that speaks to areas of expertise, delivery mode, availability, and personal data should be on file for all consultants. (See attached sample)

Teachers, administrators,parents, college faculty members, business persons, and community organization members all have areas of expertise and/or knowledge of persons with expertise. A general letter explaining the center's purpose and requesting recommendations for potential consultants should be widely disseminated.

Local and regional educational organizations should also be invited to make application as consultants and/or to make recommendations of persons to be contacted. (e.g. Local Chapters of A.S.C.D., I.R.S., N.C.T.M., County and State Education Offices.

A systematic listing of consultants and their areas of expertise should be established. In this age of mini computers it is possible to computerize consultant data for easy accessibility.

* *For more detailed information on the Consultant Bank refer to another module in this series.* *How to Develop Teacher Center Management Techniques*, *pp. A26-28.*

CREDITS

Guam Teacher Center
c/o P.O. Box 10044
Sinajana, Guam 96910

Chicago Teacher Center
3901 North Ridgeway
Chicago, Ill 60618

District of Columbia
Teacher Center
10th. and F St. NW
Washington, DC 20001

United Teachers of
New Orleans
348 Bauxmax St.
New Orleans, LA 70112

Urban Teacher Center
2003 Prosbury St.
Baltimore, MD 21217

Madison Co. Teacher
Center
Box 122-So. Ill Univ.
Edwardsville, Ill 62025

The Newark Teacher Center
Two Cedar St.
Newark, N.J. 07102

Glassboro Teacher Center
Robinson Building
Glassboro, N.J. 08028

Cincinnati Area
Teacher Center
739 Reed Avenue
Cincinnati, Ohio 45232

Detroit Center for Professional
Growth and Development
Room 133- College of Education
Wayne State University
Detroit, Michigan 48202

Goddard Teacher Center
Goddard College
Plainfield, VT 05667

Syracuse Area Teacher Center
150 Marshall St.
Syracuse, NY 13210

Gary Teacher Center
1403 West 23rd. Ave.
Gary, IN 46407

Chicago Teacher Center
3901 North Ridgeway
Chicago, ILL 60618

Rush-Henrietta Teacher
Center(Proposed)
1799 LeHigh Station Rd.
Henrietta, NY 15567

New York City Teacher
Center Consortium.
260 Park Ave. S.
New York City, NY 10010

Pittsford Teacher Center
Thornell Rd. School
Pittsford, NY 14534

THANKS TO ONE AND ALL!

MODULE: HOW TO CHALLENGE THE BIONIC TEACHER and GENERATE SIX MILLION IDEAS

DATE: _____

You are one of the few teacher center leaders who will receive a copy of this edition of the Teacher Center How To Series. As a part of the AFT Teacher Center Resource Exchange project activities, a second printing of this module will be made available during the school year 1979-80.

Please complete the following form. Return it as soon as possible to:

Pat Weiler
AFT Teacher Center Resource Exchange
11 Dupont Circle
Washington, DC 20036

LIST THE USES YOU FOUND FOR THIS MODULE:

HOW DID YOU LEARN ABOUT THE SERIES?

LIST MOST IMPORTANT SECTIONS FOR YOUR USE: (include pages)

SUGGESTIONS FOR CHANGE FOR CYCLE 2 (REPRINT): Attach materials you suggest.

LIST TOPICS YOU WOULD LIKE SURVEYED IN NEXT SERIES:

SUGGESTIONS FOR FUTURE AUTHORS OR CONSULTATNTS: (use other side if necessary)

On other side: Please include your name, address, phone number, and your teacher center involvement (position)

AFT Teacher Center Mailing list. Yes No